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THE ROLE OF THE COOPERATING TEACHER.

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CLOSE COOPERATION IS NEEDED BETWEEN SCHOOLS AND COLLEGES ENGAGED IN PREPARING FOREIGN LANGUAGE TEACHERS IF STUDENT TEACHING IS TO BE AN EFFECTIVE PHASE OF THIS TRAINING. MEANINGFUL SUPERVISION OF THE STUDENT TEACHER REQUIRES LONG-RANGE PLANNING BETWEEN THE SUPERVISING TEACHER IN THE COLLEGE AND THE COOPERATING TEACHER IN THE SCHOOL WHO, AS LIAISON, ORIENTS THE STUDENT TEACHER INTO ALL PHASES OF THE SCHOOL PROGRAM. BOTH COLLEGE AND SCHOOL FACULTY SHARE THE RESPONSIBILITY FOR PROVIDING THE STUDENT TEACHER WITH PRACTICAL KNOWLEDGE AND EXPERIENCE IN CONTROLLING CLASSES, SELECTING AND PRESENTING MATERIALS OF DIFFERENT AGE AND ABILITY GROUPS, PROVIDING INDIVIDUAL HELP TO STUDENTS, EVALUATING STUDENTS PROGRESS, PLANNING, CONSTRUCTING LESSON PLANS, MOTIVATING STUDENTS, AND UNDERSTANDING THE TERM "PROFESSIONAL" IN ITS RELATIONSHIP TO PUPILS AND FACULTY. THE DOCUMENT INCLUDES A CHECK LIST FOR LESSON OBSERVATIONS AND AN APPENDIX ON THE DUTIES AND EVALUATION OF THE COOPERATING TEACHER. THIS PAPER IS BASED ON A TALK BY PROFESSOR HALLMAN AT THE CENTRAL INDIANA CONFERENCE FOR SUPERVISING TEACHERS (INDIANAPOLIS, OCTOBER 9, 1965). (AM)

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The Role of the Cooperating Teacher[1]

By Clemens L. Hallman[2]

The responsibility for preparing future foreign language teachers falls upon the entire profession. Colleges and universities, schools and school systems, professional and learned societies, all need to cooperate in this venture. Shared responsibilities include: 1) The interlocking relationship between general education, subject specialization, and professional education; and 2) the all-important cooperation between local schools and colleges in the experience of student teaching and in the placement of student teachers. In this paper we are mainly concerned with this second area. One of the most important links between the school and the college is the practicing classroom teacher who takes as his responsibility the guidance of the prospective teacher. No college has yet produced satisfactory beginning teachers by merely adding course offerings and omitting student teaching.

Today's foreign language cooperating teacher has a tremendous and a challenging role. He has the opportunity to become the team's key person. However, he cannot do it alone.

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[1] The term "cooperating" teacher is used in preference to critic, supervisor, master teacher, etc.

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Effective supervision of student teachers requires careful and long-range planning in cooperation with the college supervisor before a student teacher starts his practicum. Planning must be done again at the beginning and during the practicum by the college supervisor, the cooperating teacher, and the student teacher. These three persons must have clearly in mind the objectives they wish to attain and the "methods" by which these outcomes can be accomplished. Ineffectual supervision often exists because of lack of cooperation and preplanning.

The cooperating teacher is the liaison person between college and the school. As such the cooperating teacher can do much to encourage the reception of his "co-worker" and to make the student teacher feel at ease. The cooperating teacher needs to provide an orientation program which includes an introduction to the school's goals, curriculum (formal and informal), and faculty. (Please refer to Appendix - "Duties and Evaluation of the Cooperating Teacher.")

To meet the growing demand for a broader and a more qualitative program of student teacher, school personnel must assume a much greater responsibility. For such a task school personnel, as well as college personnel, must be thoroughly prepared for this function. Being an "excellent" teacher does not by itself qualify one for leadership in this field. It has been found that many cooperating teachers are not able to share

their skills with a novice or to give the teacher-to-be the freedom to "try his wings."

The college or university concerned with student teaching must understand the nature of the cooperating venture and must assume responsibility for preparing school personnel for their supervisory role. This means: 1) an organized program for initial preparation in which the work of the cooperating teacher is studied; 2) pre-service or in-service seminars to discuss objectives, problems, and concerns while working with student teachers (this should involve not only the first-year cooperating teacher but also the experienced cooperating teacher); 3) joint supervision of a student teacher.

The college can further carry out its responsibilities by:

1) Making recent literature available to the cooperating teachers;

2) Helping to make it possible for school personnel to attend professional meetings dealing with teacher training;

3) Urging administrators to adjust the teacher's load to meet the extra demands of working with student teachers;

4) Making needed materials available;

5) Making available special tuition-free study opportunities relating to teacher education;

6) Involving the cooperating teacher in the full process of assignment and induction of the student in the student teaching situation; and

7) Considering listing the cooperating teacher in the college catalogue or department bulletin as a faculty member responsible for a special area of teacher preparation.

Underlying all of this is an emphasis on cooperation and the realization that student teaching is just as important as the work undertaken at the college or university in preparation for classroom teaching.

The significance and importance of supervision of student teachers is clearly noted in the following statement in which the term "apprentice" teaching is used to refer to student teaching: "Under a poor supervisor, apprentice teaching represents little more than an opportunity to pick up a few ad hoc classroom procedures and tricks-of-the-trade. Under a first-rate supervisor it can be a liberal education in the meaning of great teaching."[1]

The college and local school faculty should provide, somewhere in the prospective teacher's preparation program, learning experience that leads to the acquisition of the following knowledge and skills:

1) A broad understanding of the concept of class control,

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[1] National Council of the Independent Schools, Committee on Teacher Training, Preparation of Teachers for Secondary Schools, Boston, The Council, 1958.

the meaning of discipline, and the relationship between the two;

2) A broad background of knowledge of how material is selected and presented to different age and ability groups;

3) A functional knowledge of many different techniques of presenting a lesson, and the development of an initial amount of facility in the use of several of those techniques in student teaching. (It is recommended that the student teacher observe several teachers including those of other subjects);

4) Familiarity with techniques of providing individual help to pupils and stimulating creative thinking;

5) The meaning and means of evaluating pupil progress, and the understanding of the purpose of grades;

6) Recognition of the crucial role of planning in the teaching-learning process;

7) Knowledge of how to construct both unit and daily lesson plans (student teachers should have a basic idea of how this is done before they become involved in student teaching);

8) A basic understanding of the importance and role of motivation in learning;

9) Understanding what "professional" means in its

relationship to pupils and faculty.

In supervising the student teacher the cooperating teacher as well as the college supervisor should have clear guidelines established in order to determine the effectiveness of the student teacher. The following "check list" for lesson observation is suggested:

CHECKLIST FOR LESSON OBSERVATIONS

A. Purpose

1. Does the lesson appear to have a specific purpose?
2. Is the purpose of the lesson clear to both the teacher and pupils?
3. Does the teacher vary his activities without losing his aim?
4. Do the transitions from one part of the lesson to another indicate that both teacher and pupils are clear about the purpose of the lesson?
5. Do you think the pupils left the class with one or more clear concepts?

B. Subject Matter

1. Does the teacher's knowledge extend beyond the text-book?
2. Does the teacher relate his subject matter to other disciplines where appropriate?
3. Does the subject matter as taught have any value for this class?

4. Is the learning concept related to pupils' past and future experiences?
5. Are the pupils led to believe that all subject matter is confined within the bounds of their textbooks?

C. Pupils

1. What evidence is there that the teacher understands boys and girls?
2. Is the teacher sensitive to the needs and interests of his pupils?
3. Do the pupils and teacher work cooperatively, or do the pupils actively resist the teacher?
4. Does the teacher teach the entire class or only a few of the students?
5. Are the pupils attentive to the lesson?
6. How would you react to the lesson if you were a pupil in this classroom?

D. Method and Technique

1. What technique does the teacher seem to employ?
2. What effect has this technique apparently had on the teacher?
3. What is the effect of this technique on the pupils?
4. Is the lesson well planned and organized?
5. How does this teacher maintain interest?
6. Do the pupils help to develop the lesson?

7. Does the use of audio-visual aids (films, pictures, etc.) forward or distract from the aim of the lesson?
8. What skill does the teacher demonstrate or lack--(such as ability to carry on a discussion or a lecture, pupil-teacher planning)
9. Does the teacher in his questions, assignments, and other phases of the lesson provide for <u>individual differences</u> among pupils?
10. Are the teacher's purposes consistent with an overall method?

E. <u>Teacher as a Person</u>

1. Are the teacher's practices consistent with his verbalized beliefs?
2. Is the teacher more intent on satisfying his needs than those of the pupils?
3. Are the teacher's voice, speech, dress, mannerisms, and general appearance appropriate to the classroom?

F. <u>General</u>

1. How would I improve this lesson?
2. Was the class time economically used?
3. Was the room attractive?
4. What principles of teaching did I observe in operation in this lesson?
5. What points do I want to take up in conference with my college supervisor?
6. What strong points characterized this lesson?

CONCLUSION

Changing the curriculum over prefabricated ideas is often a difficult task. Hard-bitten veterans have been heard to say that changing school and college procedures is like moving a cemetery. Until you try it, you do not realize how many friends the dead still have.

Yours is a challenging position. Don't be afraid to experiment or to attempt to change procedures. Our ultimate goal should be to prepare the best foreign language teachers ever, and in any place. Let all of us, college personnel (subject-matter and education), secondary school personnel, professional and laymen, work together towards our common objective.

APPENDIX

Duties and Evaluation of the Cooperating Teacher

Clemens L. Hallman

A. DUTIES

The cooperating teacher will have among other responsibilities the guidance of the student teacher in the local school system. The cooperating teacher will introduce the student teacher to the administration, colleagues, classes and advise and direct his preparation and work.

Specifically, the cooperating teacher should:

1. Acquaint the student teacher with the local program's curriculum, instructional goals, techniques, media, and facilities. The cooperating teacher should not only acquaint but explain and discuss the above aspects relative to the school and the foreign language department.
2. Work with the student teacher in the preparation and selection of lesson plans.
3. Discuss the student teacher's performance and the results of observations.
4. Judge the readiness of the student teacher concerning competence and load, with thoughts of increasing or decreasing activity. (This should be an ongoing process).

5. Indicate any weaknesses in subject-matter proficiency or in method and technique and help him overcome them. (Also an on-going process as in item 4.)
6. See that learning experience outside the classroom takes place. The cooperating teacher should insist on the student teacher's participation in curriculum committees, faculty meetings, parent conferences, assemblies, P.T.A., etc.
7. Assist the student teacher in pupil evaluation--including techniques of classroom testing and evaluation.
8. Discuss with the student teacher findings of current research in the field--including their "transplantability."
9. Lead the student teacher to a full professional commitment. Discuss local, state, regional, and national subject matter and pedagogical associations as well as professional publications in light of their practical help.
10. Guide, suggest, help . . . don't force your "prejudices" on him!

B. EVALUATION

One hundred thirty-three student teachers who had

just completed their student teaching were asked to list ways in which the cooperating teacher had been most helpful and ways in which he might have been more helpful. The replies were compiled and categorized.

Ways In Which Cooperating Teachers Were Most Helpful
(In order of frequency of mention)

1. Giving frank, constructive criticism of the work.
2. Allowing freedom and independence in the classroom.
3. Giving suggestions on methods and teaching techniques.
4. Having an attitude of friendliness.
5. Giving suggestions on materials to be used.
6. Encouraging and giving confidence.
7. Helping to acquaint with routine matters.
8. Giving helpful suggestions on handling discipline.
9. Furnishing help in planning activities.
10. Giving background material on children.
11. Being available when needed.
12. Providing information on additional teaching aids.
13. Being understanding of the student teachers' problems.

Ways In Which Cooperating Teachers Might Have Been More Helpful
(In order of frequency of mention)

1. Being more critical of work done.
2. Providing more help in planning lessons.

3. Being more available for conference and help.
4. Furnishing suggestions on methods of teaching.
5. Allowing more independence in the classroom.
6. Spending more time in observation of teaching.
7. Providing suggestions on materials to be used.
8. Being more friendly in relationships with student teacher.